

## Pupil premium strategy statement:

1. Summary information 2017-2018					
School	Langley Fitzurse CE Primary School				
Academic Year	2017/18	Total PP budget	£20,348	Date of most recent PP Review	Dec 2017
Total number of pupils	91	Number of pupils eligible for PP	13	Date for next internal review of this strategy	March 2018

2. Previous attainment		
KS2 exit data <b>2015-2017</b>		
<b><i>Due to very small numbers of PP children this is a <u>3 year average</u></i></b>	<i>School average over 3 year for 6 pupils eligible for PP, each worth 17%</i>	<i>Pupils not eligible for PP National Average 2017</i>
% achieving expected standard or above in reading, writing and maths	33%	67%
% achieving expected standard or above in reading	66%	77%
% achieving expected standard or above in writing	83%	81%
% achieving expected standard or above in maths	50%	80%
% achieving expected standard or above in Grammar, Punctuation and Spelling	33%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2017-2018	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	A proportion of Pupil Premium pupils have a Special Educational Need or Disability (23%).
<b>B.</b>	A proportion of Pupil Premium pupils are classed as 'The Most Able' and need to be challenged to make good progress (23%).
<b>C.</b>	Pupil Premium children did not achieve in line with non PP pupils in Reading across the school, or in Maths at KS2, for 2017.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental support with Reading and Homework: Parental support at home for our PP children is varied, a number of PP children do not read or do their homework regularly at home.	
<b>E.</b>	Emotional wellbeing of pupils: difficult family lives (either now or in the past), separated parents, death of parent or close family member.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children with SEN who are also eligible for PPG will make progress at least in line with their peers.	Children eligible for PP funding who have a special educational need to be carefully monitored to ensure that they make good progress in all areas and the progress and attainment gaps will narrow.
<b>B.</b>	Children eligible for PP who are also 'The Most Able' will make at least expected progress in Reading, Writing and Maths.	These children will be carefully monitored to ensure that they at least expected progress from their good starting points and remain classed as The Most Able.
<b>C.</b>	All children eligible for PPG will make at least expected progress in Reading, Writing and Maths in all years and will achieve in line with non PP children by the end of KS2.	Children eligible for PP funding will make good progress (particularly for Reading in Y2+4 and for Y5 in Writing and Maths) and the gap between their attainment and that of non-Pupil Premium pupils will diminish over time.
<b>D.</b>	Children will read regularly and will complete homework. Parents will feel confident to support their child with home learning.	Termly check of PP pupils reading records to check regular reading at home and in school. Homework register to be kept for this group of children. Parents given verbal or written support as needed and appropriate.
<b>E.</b>	Children will feel happy, safe and secure and will have the tools to be able to talk about their emotional well-being.	All children will feel happy, safe and secure at school and will be equipped with tools to enable them to think and talk about their emotional well-being.

## 5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with <u>SEN</u> who are also eligible for PPG will make progress at least in line with their peers.	Targeted TA support both in class supporting quality first teaching and through interventions such as Sound Discovery.	Aim to keep children in class for as much time as possible and any interventions to be built into the class timetable to prevent interruptions and loss of teacher input for these individuals.	<ol style="list-style-type: none"> <li>1. Termly review of SEN PP children's attainment and data.</li> <li>2. Review the number of targets met on their support plans each term.</li> </ol>	Hercules – CP Pegasus – FO Phoenix – JW/RF	End of terms 2,4,6
Children eligible for PP who are also ' <u>The Most Able</u> ' will make at least expected progress in Reading, Writing and Maths.	<ol style="list-style-type: none"> <li>1. Quality first teaching to include challenge in all lessons..</li> <li>2. 1 to 1 or small group work to support progression on targeted areas as identified by on going assessments and end of term data.</li> <li>3. Consider AGAT opportunities for these children and support with funding where necessary.</li> </ol>	Targeted support for those who are not SEN can ensure they understand their own targets and know how to achieve these.	<ol style="list-style-type: none"> <li>1. Lesson observations to comment on challenge for these children within lessons.</li> <li>2. Smart targets to be set at beginning of any intervention. Progress to be measured against these targets.</li> <li>3. Data to be reviewed.</li> </ol>	Pegasus – FO Phoenix – JW/RF  KV	End of terms 2,4,6

All children eligible for PPG will make at least expected progress in Reading, Writing and Maths in all years and will achieve in line with non PP children by the end of KS2.	1. Targeted TA support, both in class supporting quality first teaching and through interventions such as Sound Discovery, Accelerread/ Accelerwrite.	EEF shows that these interventions have a positive impact on progress.	Termly monitoring of progress by Assessment Lead and review of progress against targets by SENCO.	JO JN	End of terms 2,4,6
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**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will read regularly and will complete homework. Parents will feel confident to support their child with home learning.	<ol style="list-style-type: none"> <li>1. Focused support for reading for individual identified as needing it.</li> <li>2. Homework club – children invited if they are struggling to complete homework.</li> <li>3. Termly meeting with parents receiving above to offer support with home learning</li> <li>4. First news to be given to targeted children and used during reading sessions.</li> <li>5. Consider use of PSA as needed.</li> <li>6. Consider using texting to support targeted children with reminders</li> </ol>	Parental involvement is consistently associated with pupils' success at school (EEF Teaching and Learning toolkit)	<ol style="list-style-type: none"> <li>1. Termly check of PP pupils reading records to check regular reading at home and in school.</li> <li>2. Homework register to be kept for this group of children.</li> <li>3. File of parent support to be kept.</li> <li>4. Reading assessments to be carried out at least twice a year. Progress and attainment for identified children to be reviewed.</li> </ol>	KV – termly review of reading records and homework. JO review of reading data	Termly End T2,4,6
Children will feel happy, safe and secure and will have the tools to be able to talk about their emotional well-being.	<ol style="list-style-type: none"> <li>1. Play therapy for identified children</li> <li>2. Equine therapy for individual or group.</li> <li>3. Garden of Dreams run for identified children</li> </ol>	On average, Social, Emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (4 months additional progress on average). EEF Toolkit	<ol style="list-style-type: none"> <li>1. Specialist employed. Meeting before starting and before ending to review impact.</li> <li>2. Specialist used. Aims agreed before starting and reviewed at the end of the session.</li> <li>3. Children to be questioned about their views of the impact. Lesson to be observed.</li> </ol>	KV	End of each intervention and then at 6 week and 12 week following.

**3. Review of expenditure to be completed August 2018**

**Academic Year 2017-2018**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

**ii.**



<b>4. Additional detail</b>